

Literacy Planning for School Improvement

Part 3: Instruction & Intervention



Session Goals



Participants will understand

- How the *Common Core State Standards* (CCSS) addresses the role of literacy
- How to review a school's instruction and interventions system using Literacy Program Effectiveness Review for KY Schools (PERKS)
- How to access resources to support the team in planning for literacy instruction, including *Literacy Central* resources



Participation

Who is in the audience?

- A. Literacy coach
- B. Classroom teacher
- C. School administrator
- D. District leadership
- E. Library Media Specialist
- F. Other stakeholder (please specify)



The Role of Literacy in the Common Core State Standards (CCSS)

- An integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Shared responsibility for students' literacy development



Three Ways to Frame Your Thinking About the Common Core State Standards

NCTEEnglish



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Uploaded by [NCTEEnglish](#) on Mar 29, 2012

NCTE author Sarah Brown Wessling offers inspiring ways to think about the CCSS and reminds us that the CCSS are more than a checklist of tasks, but a map for student learning filled with rich, open-ended questions and learning

2 likes, 0 dislikes

<http://www.youtube.com/watch?v=zzKO5wxwFGw&list=PLFBE732A28C6CDD4D&feature=plcpn>

6 Things Not Addressed by the CCSS

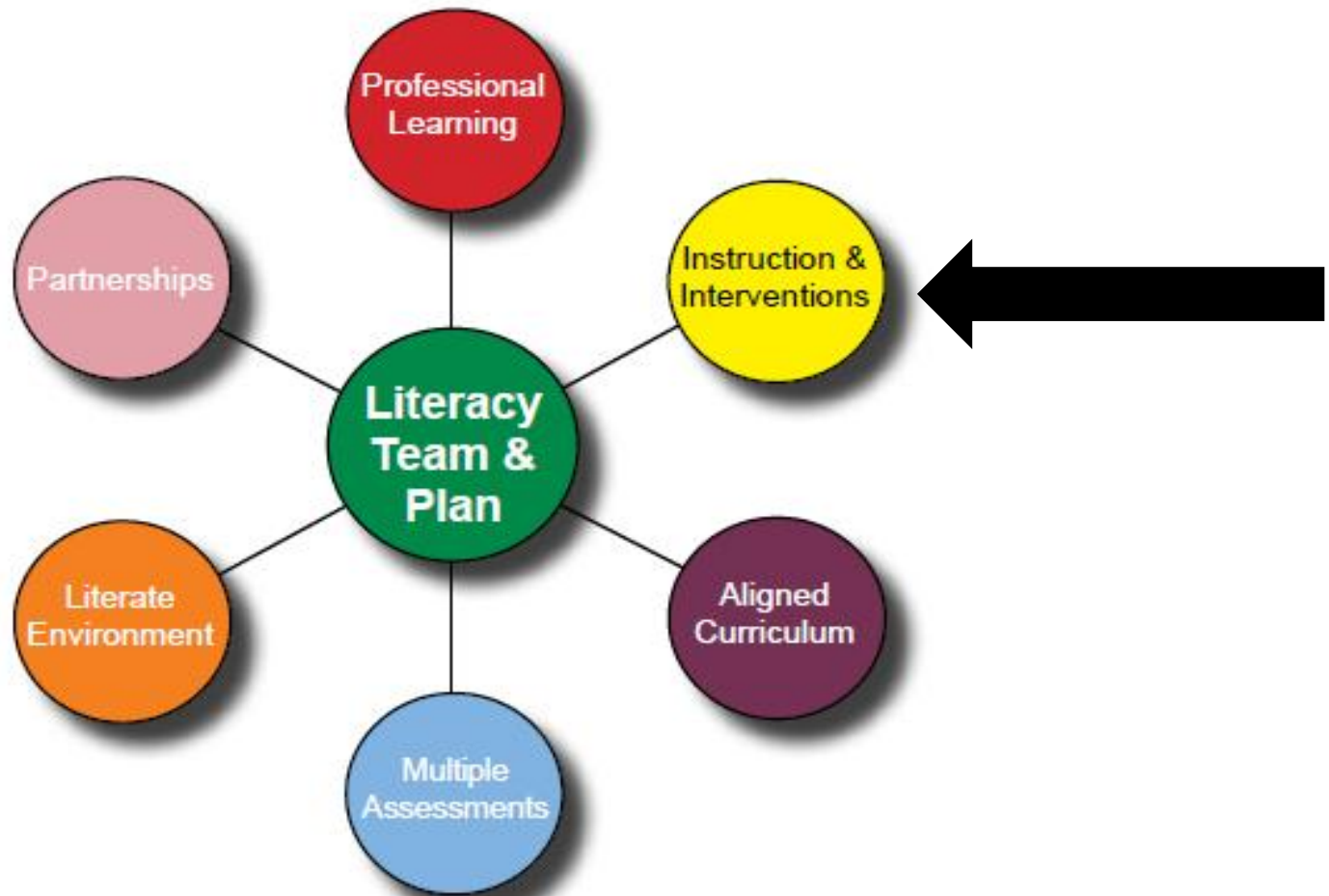
CCSS & Literacy Planning and Instruction					
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Curriculum	All that is to be taught	Advanced work	Interventions	ELL/SP ED	The whole of CCR

Instruction and Targeted Intervention



Essential Elements of Literacy Programs and Plans



<http://www.teachersdomain.org/special/litlab/>

Links to resources, videos. *From this page, scroll down and select “Literacy Plan for KY” or use the link below.*

<http://tdcms.ket.org/literacycentral/int/literacycentralflash.html>

Links to KY’s Literacy Plan as interactive website

HOME

School Literacy Plans & Supports

LiteracyPlan

KENTUCKY



How To Use This Guide

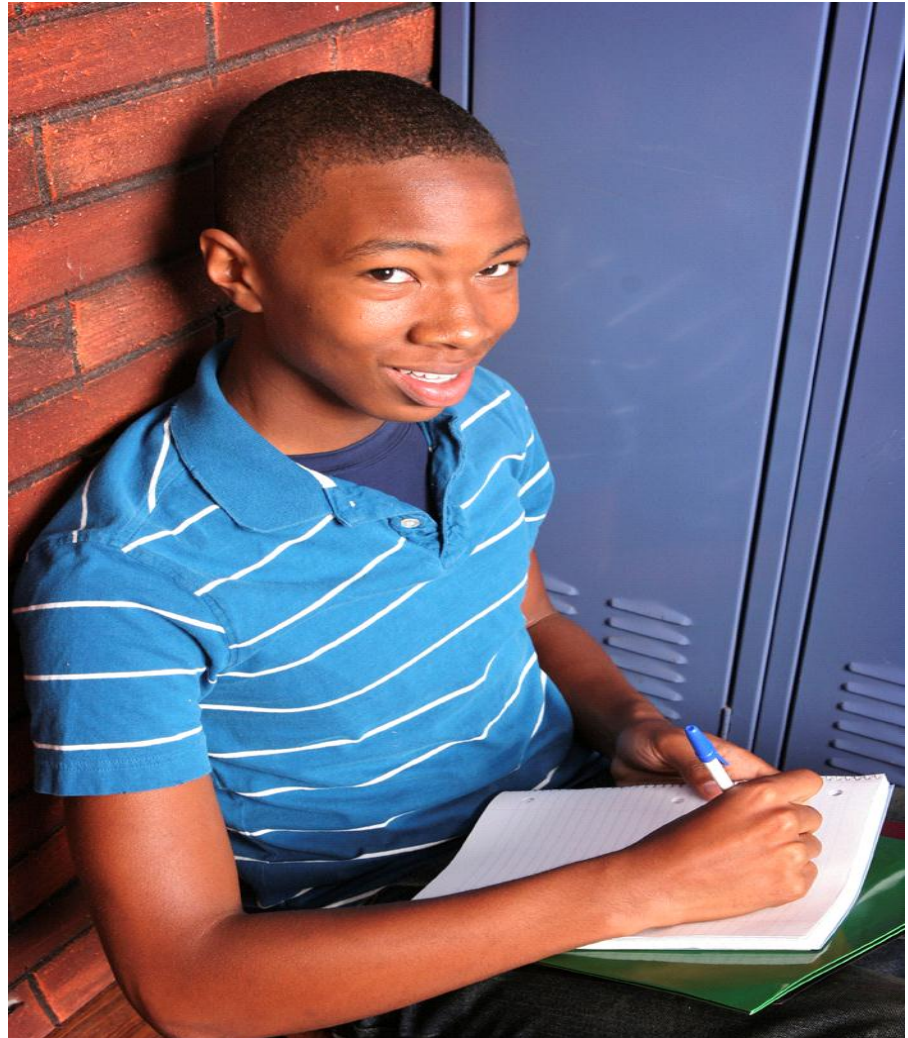
Successful Outcomes of Using *Literacy Central*

- **Students achieve college and career readiness in literacy as measured by state and local system of assessments**
- **Schools ensure effective literacy instruction for all students as measured by state accountability system, including program reviews**
- **Teachers' professional learning needs are met as measured by school climate surveys**



Literacy Strands in the CCSS

- Reading
- Writing
- Speaking/Listening
- Language





Correlation Between Amount of Reading and Achievement

Percentile Rank	Minutes of Text Reading per Day	Estimated Number of Words Read per Year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

Anderson, R. C., Wilson, P., & Fielding, L. G. (1988).
Growth in reading and how children spend their time outside school.
Reading Research Quarterly, 23(3), 285-303

Literate Environment



What Does Literacy Look Like for Birth-Age 4?



Emphasize high quality interactions, focusing on conversations, questions and vocabulary development.



Promote engagement and conversation through songs,
rhymes, and stories



Employ a variety of hands-on materials to encourage active exploration, initiative and interactions.



Provide opportunities to explore literacy materials—including pictures, print & non-print texts and writing materials.



What Does Literacy Look Like in Primary Classrooms?

- Whole Group
- Small Group
- Independent/Partner Groups



Explicit Instruction

Clear Purpose and Directions

Teacher
Models

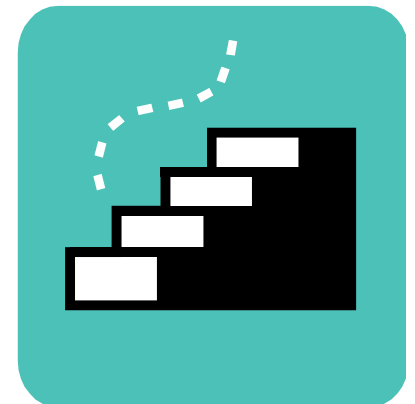
Teacher and
Students
Together

Student
Work
Independently

Assessment

Steps to Explicit Instruction

- **Present Objective** *(What, How, Why, Where)*
Activation/Connection to Prior Knowledge
- **Teacher Modeling**
Examples/Non-examples
Tasks broken into manageable steps
- **Guided Practice** *(e.g., Whole Group, Small Group, Partners)*
Specific feedback to students
Scaffold instruction
- **Independent Practice**
Lesson Summary





What Does the Literacy Look Like in Intermediate Classrooms?

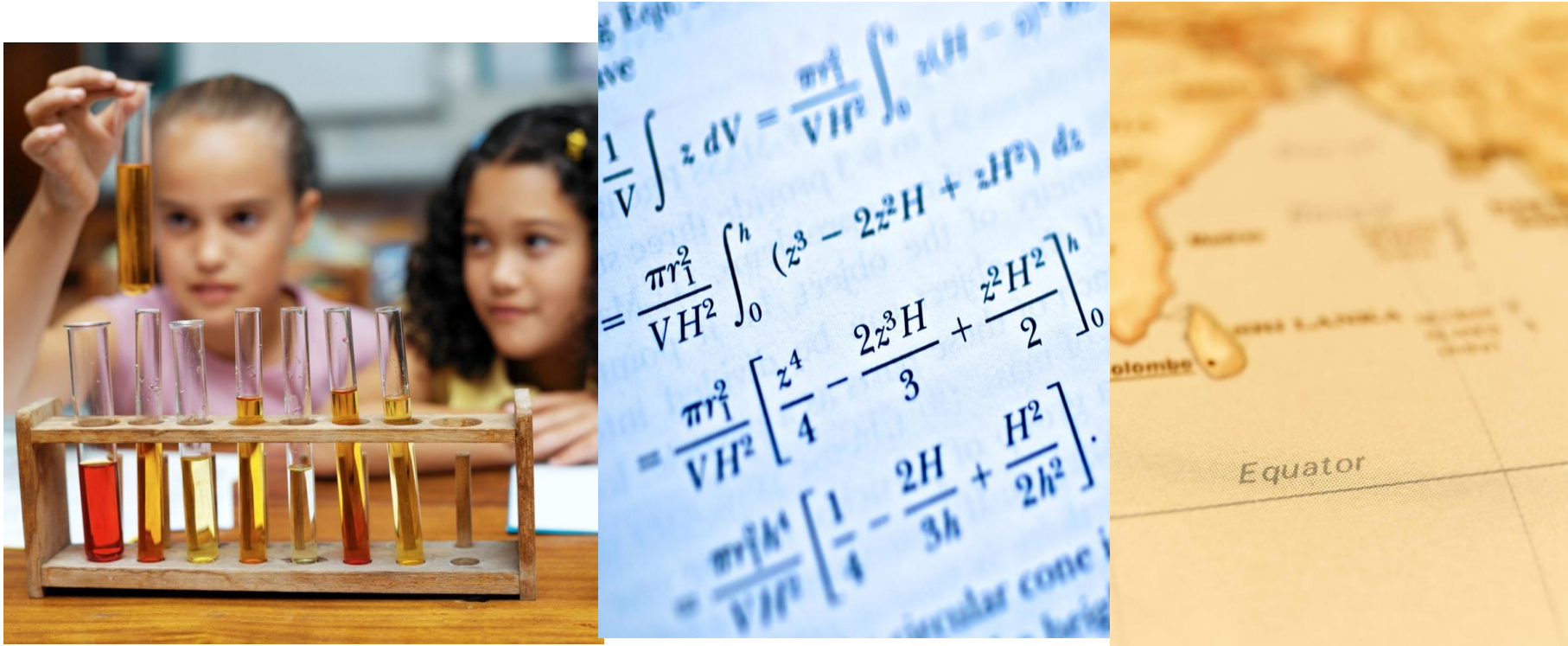
- Increased emphasis on informational texts
- Writing to learn
- More independent and group work
- Self-directed reading and writing based on student interest

What Does Literacy Look Like in Secondary Classrooms?

- Before, during and after reading strategies embedded in lessons
- Opportunities for students to engage in meaningful dialogue with one another
- Writing as a learning process
- Presenting or performing
- Group/pairs work



What are the specific literacy skills that students must be able to use in order to read and comprehend the text required for mastery of content standards for science, social studies, math, English language arts, and other content areas?



Five Practice Guide Recommendations for ELs

Recommendation	Level of Scientific Evidence
1. Conduct formative assessments with ELs in key areas of reading. Screen all students.	Strong
2. Provide intense small-group reading interventions for ELs at risk for reading problems.	Strong
3. Provide high-quality vocabulary instruction throughout the day.	Strong
4. Ensure that the development of academic English is a key instructional goal for all ELs.	Low
5. Have peers work together to practice and extend material already taught.	Strong



What are the literacy demands for students in learning?

Across all content areas students should be able to...

- Read
- Write
- Listen/view
- Discuss/present
- Think critically and creatively
- Use language and vocabulary to read and comprehend text to support the learning of content



Reflection: What are the academic literacy demands of a content area?

- What type of activities or *tasks* are required of experts in a content area?
- What type of *texts* do students read in a content area?
- What *reading* and *writing* skills will students need to use those texts proficiently?
- What *discussion* and *presentation* skills will students need to verbalize understanding?

Reflection: What are the academic literacy demands of a content area?

(continued)

- What *listening* and *viewing* skills will students need to connect with the standards and objectives of a specific content area?
- What *critical thinking* skills will students need to use to move beyond basic understanding of content text?

Write an individual belief statement...

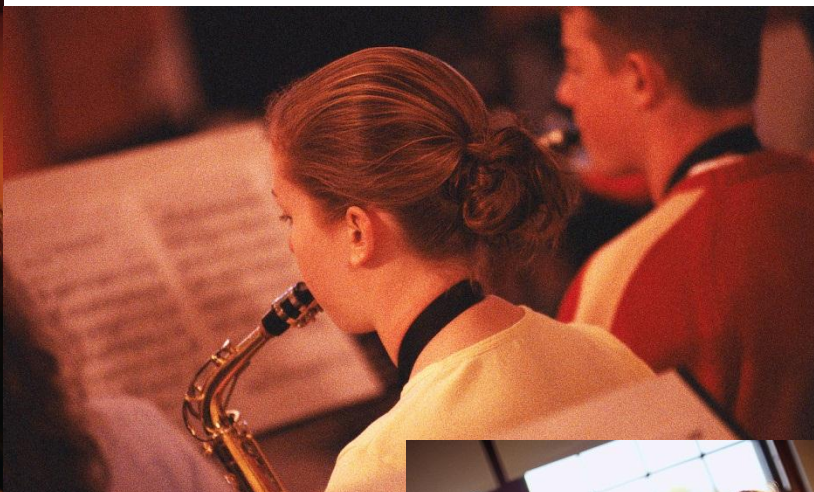
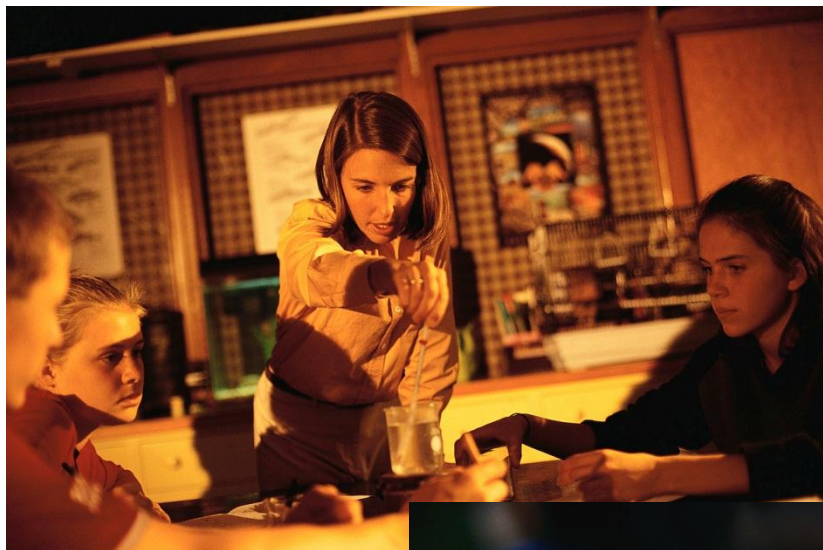
“I believe that students must be able to _____ in order to learn my content well.”

If you were looking for literacy-rich instruction in your school, what would you see/not see?

- Reading comprehension strategy instruction
- Writing instruction
- Opportunities for listening and viewing
- Opportunities for deep discussion and presenting
- Instruction in use of critical thinking skills



Engagement





Instructional Practices to Support Student Engagement

- Cooperative Learning
- Seating Arrangements
- Small Group Discussions
- Socratic Seminar
- Presentations
- Readers Theatre
- Reading Aloud
- Shared Reading, Guided Reading, Literature Circles
- Conferences and Interviews
- Text-based discussions

Active Engagement Cards

Think- Pair-Share



Jot A Thought



Jot A Thought

- Students think for a few seconds about the teacher's prompt.
- Write for a minute in response to the prompt.
- A few students share their responses with the class.

10 minutes of learning/2 minutes of processing

Think- Pair-Share

- Students think independently about teacher's prompt.
- Pair up with someone close to them.
- Share what they were thinking about.
- A few students share out with the class.

10 minutes of learning/2 minutes of processing

Ponder A Moment



Act It Out



Act It Out

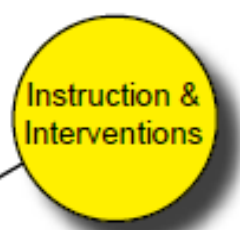
- Students think independently for 30 seconds or more about how to act out a response to the teacher's prompt.
- After a given signal by the teacher, all students act out their response at the same time.

10 minutes of learning/2 minutes of processing

Ponder A Moment

- Students close their eyes for one minute and think about their response to the teacher's prompt.
- A few students share out with the class.

10 minutes of learning/2 minutes of processing



Engagement and Enjoyment

Are the students in the classroom

- energetic and enthusiastic?
- displaying effort?
- enjoying themselves?
- expressing their own interests, ideas, and insights?
- on-task and motivated?



Interventions

- Core/universal (includes screening, diagnosis, and progress monitoring)
- Supplemental
- Intensive

KY System of Interventions (KSI)

<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/Overview/>

Continuous Instructional Improvement System (CIITS)

[http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/continuous+instructional+improvement+technology+system+\(ciits\)+public.htm](http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/continuous+instructional+improvement+technology+system+(ciits)+public.htm)

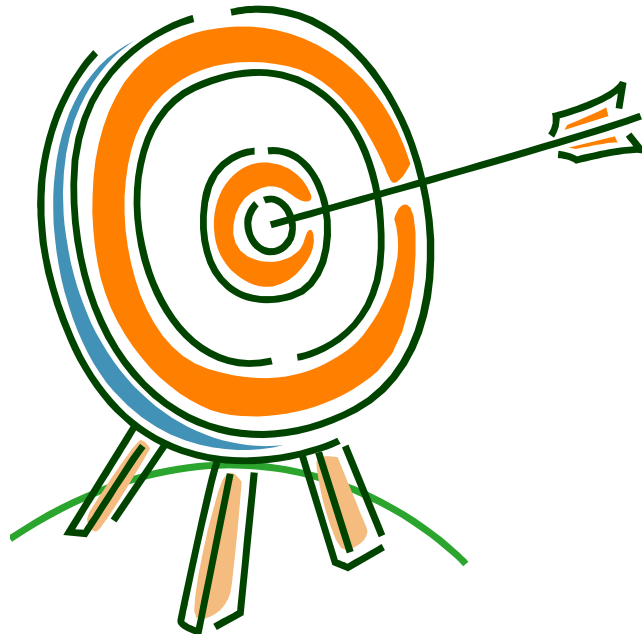
Differentiated Instruction/Targeted Intervention



DIFFERENTIATION OF INSTRUCTION and TARGETED INTERVENTION

Is a teacher's response to learner's needs

Tomlinson & Allan, Leadership for Differentiating Schools and Classrooms



What can we differentiate?

Curriculum

- Content
- Process
- Product

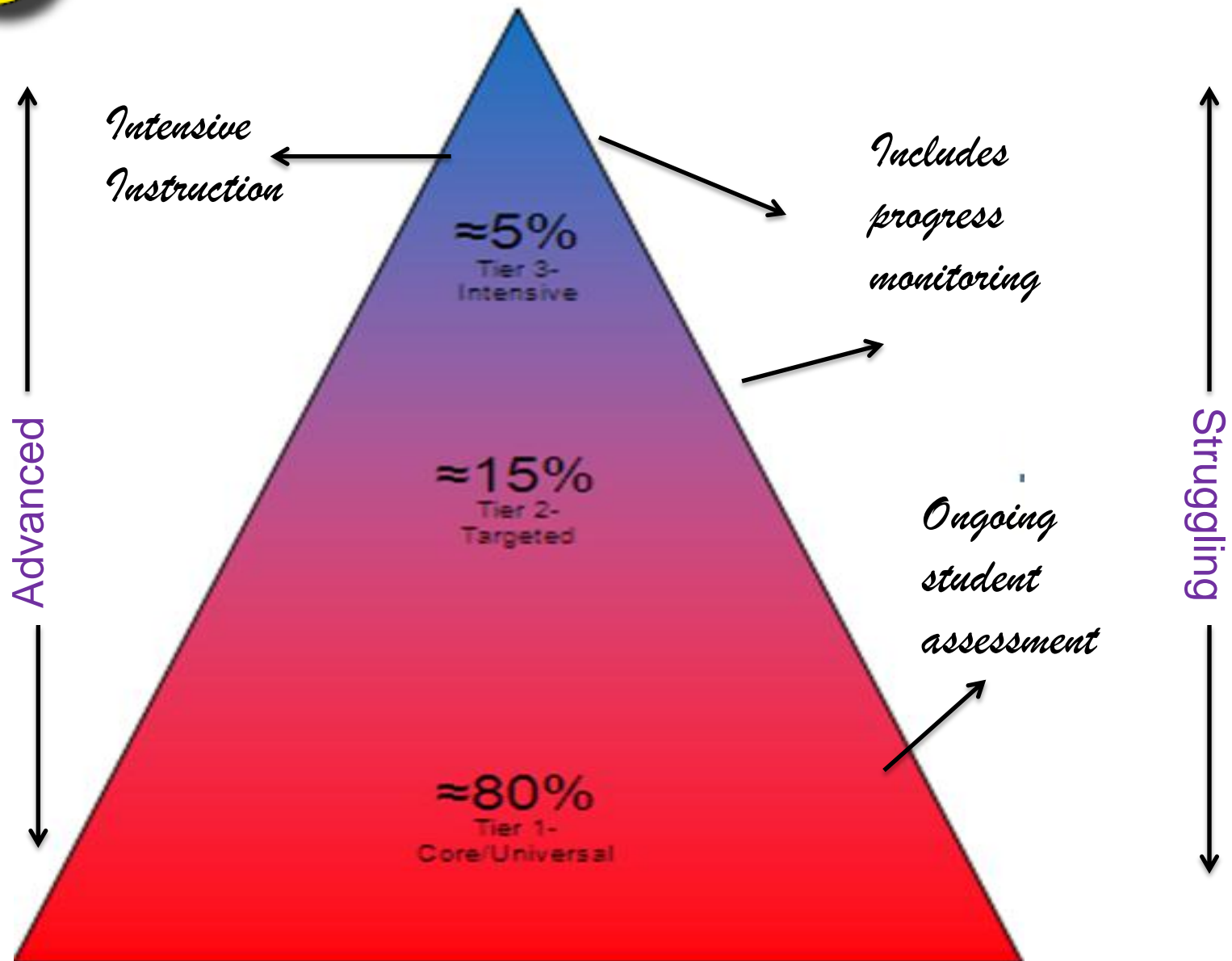
Student

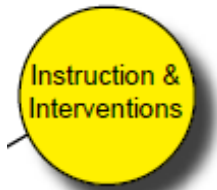
Characteristics

- Readiness
- Interest
- Learning
profile



Tiers of Intervention





Read to Achieve K-3

Access webinars and other resources to support reading intervention in K-3.

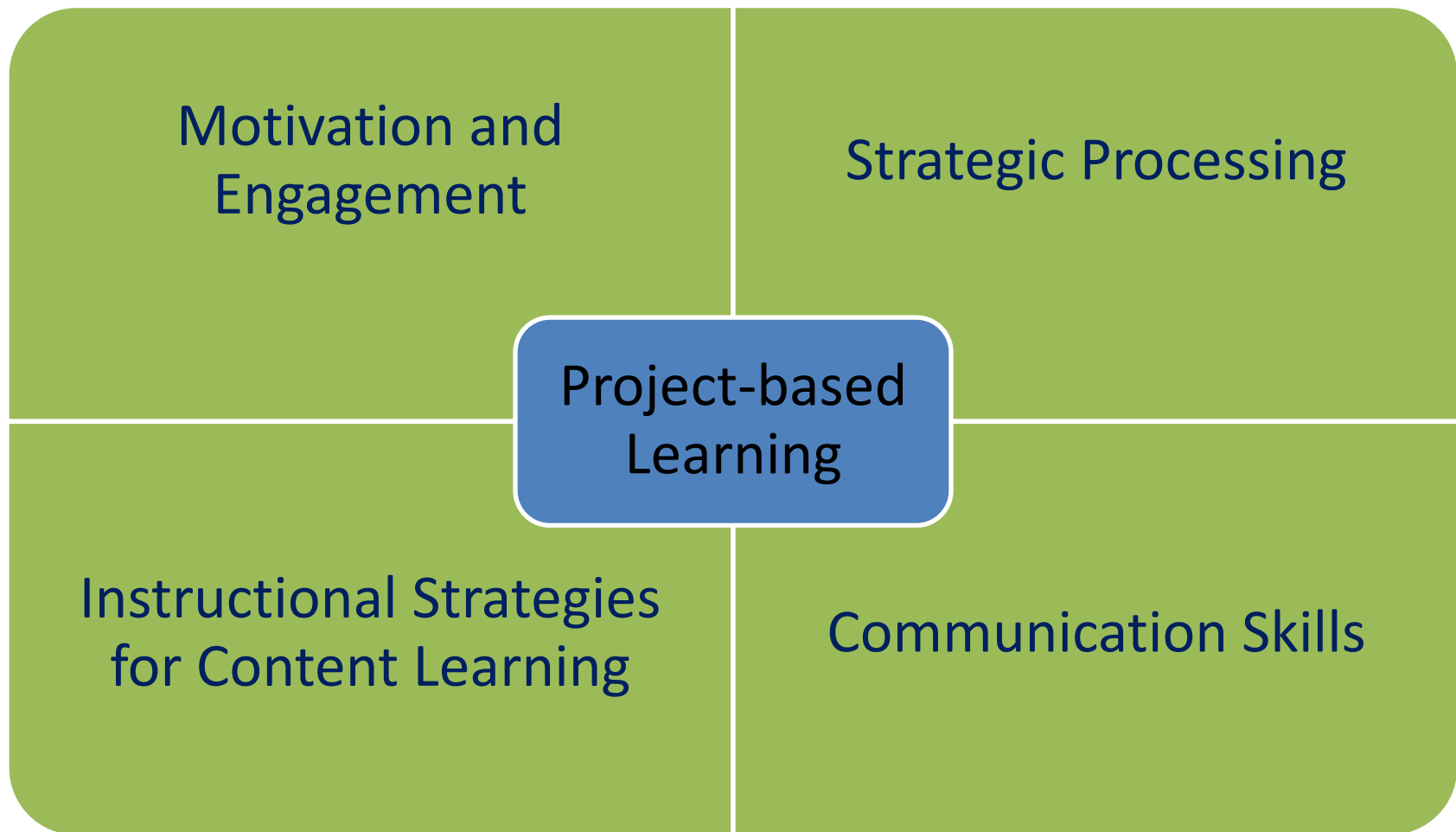


<http://www.education.ky.gov/KDE/Instructional+Resources/Read+To+Achieve/Resources/>

<http://www.education.ky.gov/KDE/Instructional+Resources/Read+To+Achieve/Whats+New/>



KY Cognitive Literacy Model (KCLM) for Secondary Students



Instructional Priorities

Student Name	Lexile	GE Vocabulary	GE Comprehension	Vocabulary				Comprehension							
				Synonyms	Multiple-Meaning Words	Context Clues	Thinking Skills	Text Type			Process Clusters				
								Literary	Informational	Functional	Initial Understanding	Interpretation	Critical Analysis	Strategies	Thinking Skills

Identified Skills for Process Clusters

Initial Understanding: cause and effect; supporting details

Interpretation: draw conclusions; main idea or theme; form hypotheses; interpret character traits, motivation or behavior; make predictions; categorize, classify, compare, contrast; determine important from less important ideas; generalize beyond text; provide support for conclusions

Critical Analysis: author's purpose, assumptions or viewpoint; determine intended audience; text structure; interpret figurative language; characteristics of genre; determine likely source of information or text

Strategies: inference; determine unknown words from context; select appropriate reading strategy in a given situation; set purpose for reading

Sample Chart

Instructional Priorities (This chart is based on SAT 10 data. Other data sources, such as MAPS, would also be appropriate to identify priorities.)

Student Name	Lexile	GE Vocabulary	GE Comprehension	Vocabulary				Comprehension							
				Synonyms	Multiple-Meaning Words	Context Clues	Thinking Skills	Text Type			Process Clusters				
								Literary	Informational	Functional	Initial Understanding	Interpretation	Critical Analysis	Strategies	Thinking Skills
Ann A.	930	3.2	7.6	BA	BA	BA	BA	AV	BA	AV	BA	AV	AV	AV	AV
Bob B.	1040	7.8	10.4	AV	AV	AV	AA	AV	AV	AV	AV	AV	AV	AV	AV
Chris C.	720	3.5	4.5	BA	BA	BA	BA	BA	BA	AV	BA	BA	BA	BA	BA
David D.	575	3.3	2.5	BA	BA	BA	BA	BA	BA	BA	BA	BA	BA	BA	BA

Identified Skills for Process Clusters

Initial Understanding: cause and effect; supporting details

Interpretation: draw conclusions; main idea or theme; form hypotheses; interpret character traits, motivation or behavior; make predictions; categorize, classify, compare, contrast; determine important from less important ideas; generalize beyond text; provide support for conclusions

Critical Analysis: author's purpose, assumptions or viewpoint; determine intended audience; text structure; interpret figurative language; characteristics of genre; determine likely source of information or text

Strategies: inference; determine unknown words from context; select appropriate reading strategy in a given situation; set purpose for reading

Student Groups

Homogeneous		Heterogeneous	
Identify skill (strategy) to be addressed and students who will be grouped together.	Skill: Students:	Identify inquiry topic and students who will be grouped together.	Inquiry Topic: Students:
	Skill: Students:		Inquiry Topic: Students:
	Skill: Students:		Inquiry Topic: Students:
	Skill: Students:		Inquiry Topic: Students:
	Skill: Students:		Inquiry Topic: Students:

Sample

Student Groups

Homogeneous		Heterogeneous	
skill (strategy) to be addressed and students who will be grouped together.	Skill: Interpretation Students: Jill Roger Kim Casey Ben	Identify inquiry topic and students who will be grouped together.	Inquiry Topic: Texting & Driving Students: Ben Mario Kim
	Skill: Critical Analysis Students: Alecia Mario Walker Rosie		Inquiry Topic: Bullying Students: Alecia Rosie Casey I
	Skill: Students:		Inquiry Topic: Students:
	Skill: Students:		Inquiry Topic: Students:

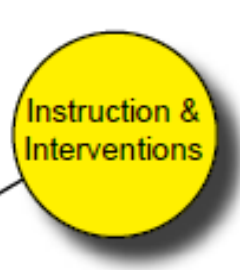
Polling & Discussion

Which of these broad components of a literacy intervention system are currently in place in your school? (select all that apply)

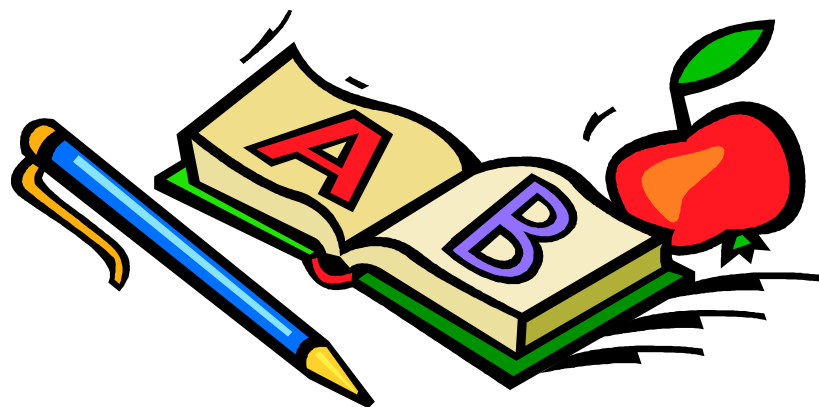
- a. Screening, diagnostic and progress monitoring assessments
- b. A range of interventions designed to target students' instructional needs
- c. Flexible schedules that allow adequate time during the day to provide supplemental interventions
- d. Reading specialists or highly trained interventionists to deliver interventions
- e. Opportunities for collaboration between reading specialists and content area teachers
- f. All of the above
- g. None of the above

Adapted from NWRCC 2012





Language: Vocabulary Instruction



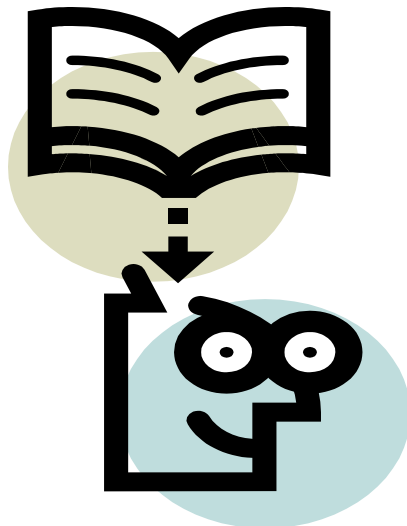
Vocabulary activities in a lesson should...

- Encourage rich discussions about the meanings of unfamiliar words.
- Help students to make connections between new words and familiar concepts.
- Encourage students to use words in context.
- Help students to analyze word parts.
- Support active student engagement with gaining word knowledge and understanding.



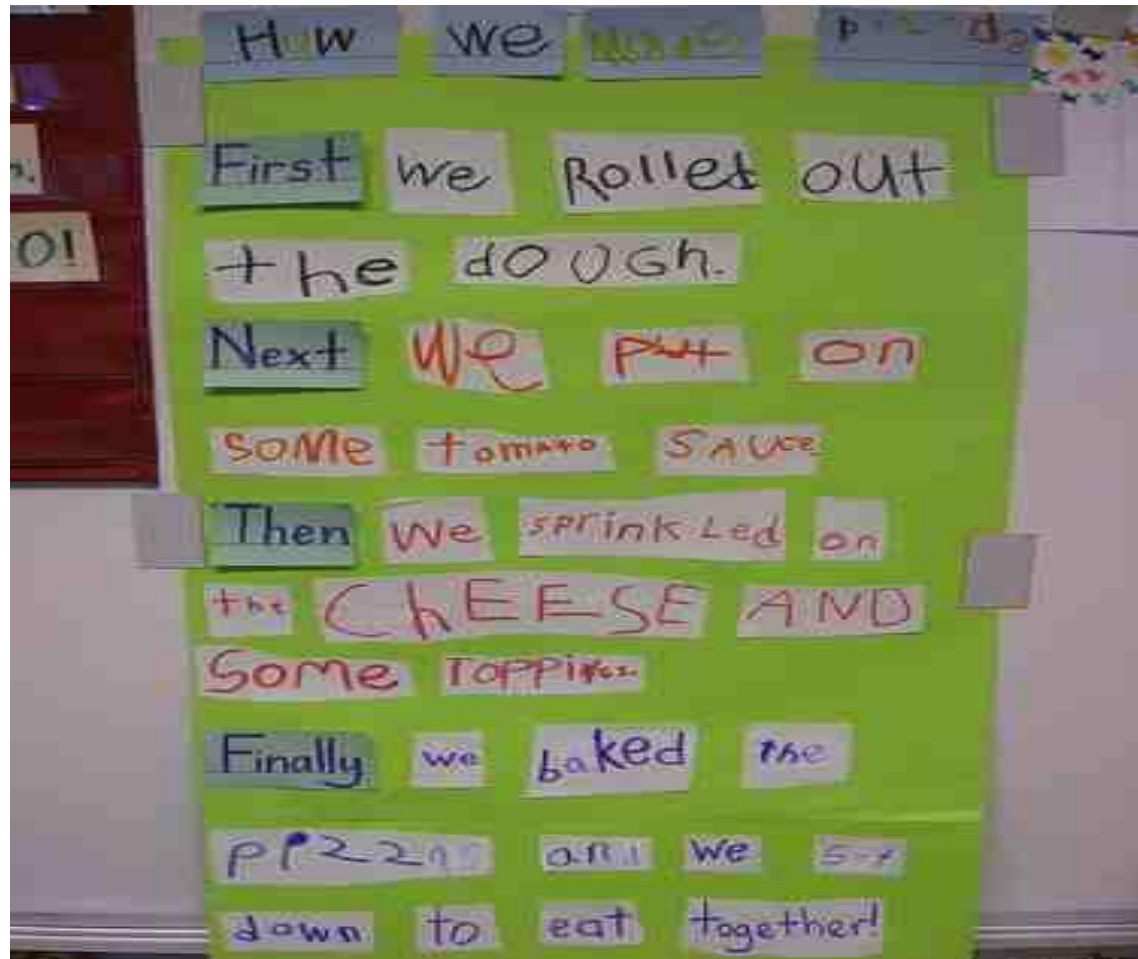
Thoughtful Literacy

- “Thoughtful literacy is more than remembering what the text said. It is engaging the ideas in texts, challenging those ideas, reflecting on them, and so on.”



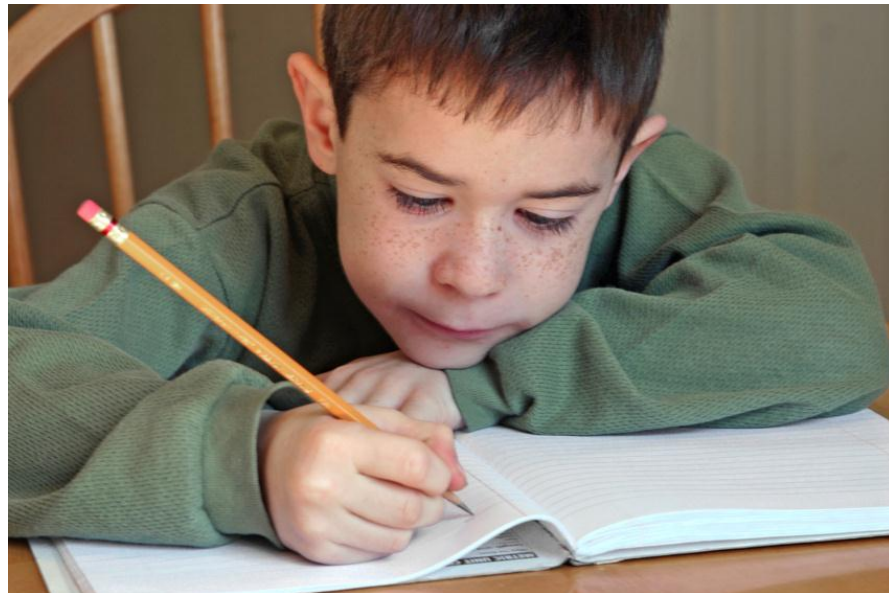
Richard Allington, 2006, p. 135
What Really Matters for Struggling Readers

Writing

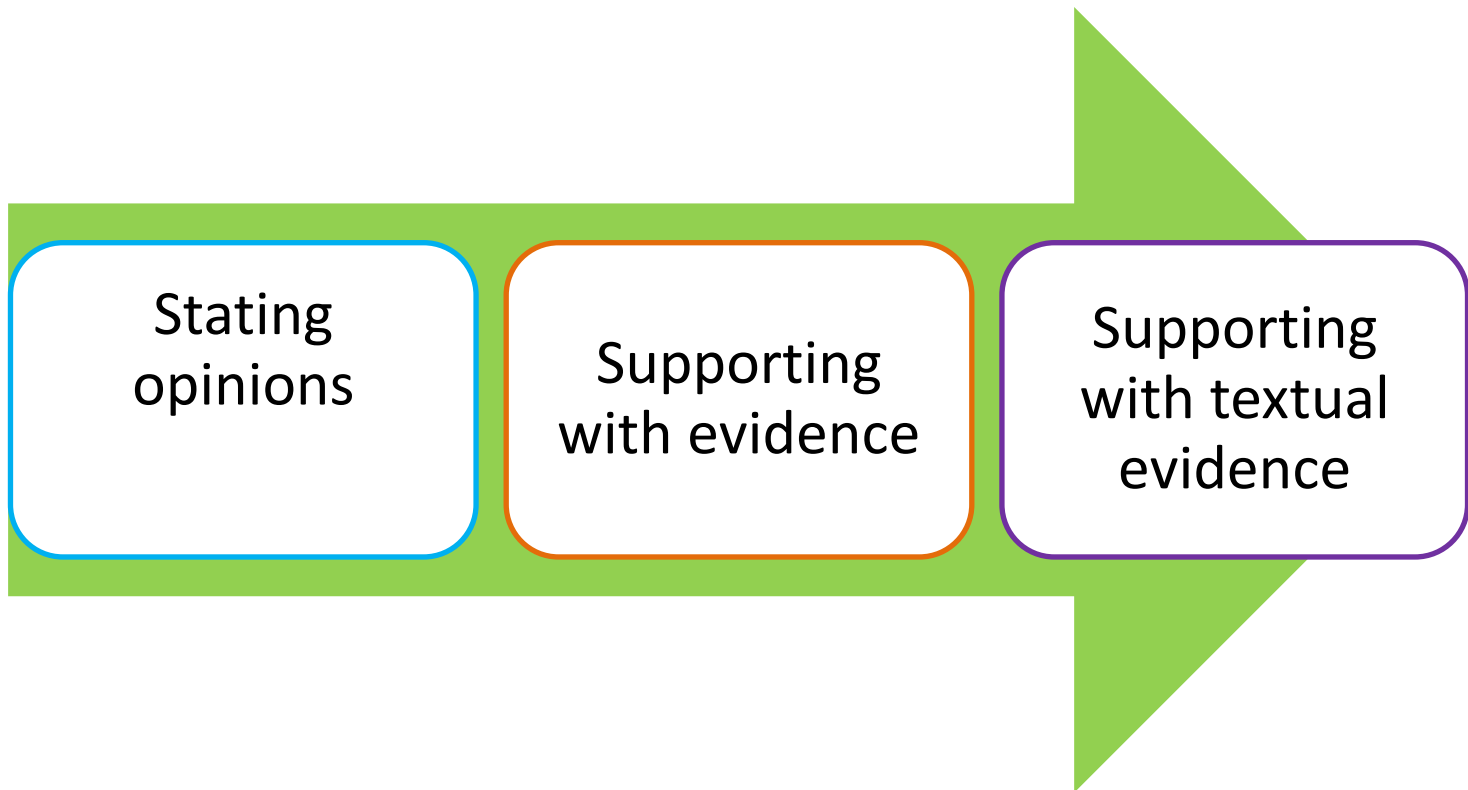


3 Modes of Writing

- Narrative
- Informative/Explanatory
- Opinion/Argumentation



Arguments: From...To...



Planning Strategic Lessons

Did the lesson provide opportunities for students to:

- Read?
- Write?
- Listen/view?
- Discuss/present?
- Use language and vocabulary to read and comprehend text to support learning every day while actively involved in the learning process?
- Think critically and creatively?



Next Steps

How would your team

- use the Instruction/Targeted Interventions indicators to develop observation and walk-through tools?
- make the results a part of a teacher's professional growth plan?
- use the information to monitor and document the literacy plan?



What are some potential implementation road blocks we might encounter in improving literacy?

What are possible solutions to the roadblocks?

Adapted from NWRCC 2012



Session Goals



Participants will understand

- How the Common Core State Standards (CCSS) addresses the role of literacy
- How to review a school's instruction and interventions system using Literacy Program Effectiveness Review for KY Schools (PERKS)
- How to access resources to support the team in planning for literacy instruction, including *Literacy Central resources*



Rate how well the session goals were met

1. Participants will understand how the
Common Core State Standards (CCSS) addresses
the role of literacy

a—well met

c—somewhat met

b—met

d—not met

Rate how well the session goals were met

2. Participants will understand how to review a school's instruction and interventions system using Literacy Program Effectiveness Review for KY Schools (PERKS)

a—well met

b—met

c—somewhat met

d—not met

Rate how well the session goals were met

3. How to access resources to support the team
in planning for literacy instruction, including
Literacy Central resources

a—well met

b—met

c—somewhat met

d—not met

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